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AUTHOR Dequin, Henry C.
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ABSTRACT

The process is discussed and helpful publications are reviewed for the selection of materials in three areas--learning resource materials for library media programs, materials for special education, and equipment. In the first section, such factors as the need for suitable materials, the abundance of materials available, and financial limitations are considered, and 54 selection tools are described. Listed in three categories by the type of information they provide, these secondary sources include locator tools (indexes, catalogs, directories), recommended lists of materials (which provide some evaluative information in many instances), and review sources (bibliographies, mediagraphies, audiographies, discographies, and videographies). Sources for the location and evaluation of materials for special education, including individualized instruction in the implementation of Public Law 94-142, are discussed and several selection tools are reviewed. The last section includes a brief discussion of criteria for equipment selection and reviews of some publications which provide descriptive and/or evaluative information on hardware. (CWM)

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A GUIDE TO SELECTING LEARNING RESOURCE MATERIALS AND EQUIPMENT

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, Superintendent

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Department of Local Educational Agency Services

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FOREWORD

The Illinois Office of Education is pleased to make available this selection guide which is intended for those who purchase learning materials and equipment. The selection process discussed in this publication is meant to assist local education agencies in procuring materials and equipment beyond those which institutions would ordinarily own.

The terms "materials" and "media" are used in this booklet interchangeably to apply to all kinds of learning resource materials both print and audiovisual. The term "selection tools" designates bibliographies, recommended lists and reviewing sources prepared by media professionals in contrast to catalogs and other advertising announcements distributed by publishers, producers and manufacturers.

We are grateful to Dr. Henry Dequin, Assistant Professor, Department of Library Science, Northern Illinois University, for preparing this publication.

Joseph M. Cronin

Dr. Joseph M. Cronin
State Superintendent of Education

A GUIDE TO SELECTING LEARNING RESOURCE MATERIALS AND EQUIPMENT

Henry C. Dequin

SELECTING MATERIALS

Selecting learning resource materials is one of the most important functions in the library media program if that program is to be an integral part of, and not apart from, the total school program. This process of selection is guided by three primary factors: (1) the need for suitable materials, (2) the abundance of materials available, and (3) financial limitations. Each of these factors needs to be considered by those who are involved in selection.

The need for suitable materials. In today's educational settings a variety of suitable and appropiate materials is necessary. Each student is an individual with particular needs, interests, and abilities. Recognizing this, teachers no longer restrict themselves to the use of a textbook and the chalkboard in the guidance of learning, but they employ all kinds of materials in the learning process. Teachers and library media professionals are therefore concerned about acquiring a large variety of materials in different formats and at varying levels of ability which will appeal to the interests of all students and meet their individual needs in the pursuit of learning. The acquisition of such suitable and appropiate materials requires that selectors of materials know the individual levels and learning styles of the students as well as the uniqueness of each format and the specific advantages and/or limitations of each format in the learning process.

The abundance of materials available. A large quantity of materials of all kinds is available from which to choose. With every turn of the clock the vast world of learning resource materials grows even faster. The quantity of books published in the United States alone is annually in the neighborhood of 40,000 volumes, including approximately 2000 in the category of juvenile books. Eleven thousand newspapers and 9000 periodicals are published in the United States. Every year there are approximately 17,000 films and 5000 filmstrips produced. In addition, there is an increasing annual supply of pamphlets, transparencies, slides, pictures, audio recordings, videotapes, games, and many other materials. Adding this annual accumulation of materials to those previously published and produced increases the quantity of available learning resource materials to substantial proportions. This proliferation of learning materials, ranging from useless to excellent, requires a high degree of selectivity. The selection process must be carefully planned and carried out in order to provide quality materials to meet the needs of the school community.

Financial limitations. Every educational institution is bound by the financial constraints of the funds appropriated for the purchase of materials. Sometimes these funds are meager and negligible in comparison to the needs for materials. If a school would have unlimited funds to purchase materials, there would, of course, be no problem. Realistically, however, this is not the case because the money supply for the acquisition of materials is always limited. Materials must therefore be selected with the cost factor in mind so that the available funds will be spent wisely and judiciously.

These three factors--the need for suitable materials, the continuous proliferation of materials, and financial limitations--may well present a quandary to the person who wishes to select and aquire additional learning materials. First of all, how can I . . . .

1. find out what materials are available,
2. that are suitable to the individual abilities, needs, and interests of a specific age level,
3. on a given subject,
4. to meet specific learning and instructional objectives,
5. in a variety of formats?

Secondly, even when I know what is available, how can I determine which materials are the best and most suitable?

Preliminary to any quest for suitable materials is the determination of appropriate criteria. General criteria that apply to all kinds of materials as well as specific criteria for each of the various formats should be included in an institution's materials selection policy. It is necessary to know what to look for in materials in order to evaluate those materials and make rational professional decisions. If an institution does not have a selection policy, a first step would be to formulate a policy that would include both general and specific criteria for the selection and evaluation of materials. Many such lists of criteria are available in professional literature as guidelines and examples.

Information on selection policies is also abundant in many books. The American Association of School Librarians has produced a brief guide, "Policies and Procedures for Selection of Instructional Materials," which can be aquired from the Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Another helpful booklet, "Statement on Selection of School Media: A Model," can

be obtained by writing to the Intellectual Freedom Committee, Illinois Association for Media in Education, Illinois Library Association, Suite 1303, 425 North Michigan Avenue, Chicago, Illinois 60611. Many examples of selection policies are also reproduced in Book Selection Policies in American Libraries: An Anthology of Policies from College, Public, and School Libraries edited by Calvin J. Boyer and Nancy L. Eaton, Armidillo Press, Austin, Texas, 1971.

The best method for selecting materials is firsthand examination. Books and other printed materials can, of course, be read completely before making a decision for purchase and utilization, and it is desirable that the selector should read as many books as possible. Unfortunately, however, it is not humanly possible to read every book from cover to cover. Consequently a selector of materials may take advantage of other opportunities to examine printed material, at least in a cursory way. Such opportunities are available through exhibits at conferences, book selection workshops, media examination or selection centers, collections in other media centers and libraries, visiting book jobbers, and browsing in a local book store.

The Educational Materials Review Center (EDMARC) of the United States Office of Education in Washington, D.C. is a national institution for the evaluation, examination, and review of children's books. It contains about 7000 elementary and secondary school textbooks, 8,000 children's trade books, 800 books for professional educators, 100 educational periodicals, and 8000 historical books. Information on the services can be obtained from EDMARC, U. S. Office of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Audiovisual materials, because of the greater cost involved, should be previewed in their entirety before purchasing. Frequently this can be done by requesting a copy of the material from the producer for preview. Materials can also be previewed at conferences, media examination centers, public libraries, collections in other media centers, or through film cooperatives.

Selection tools serve as secondary sources and provide much useful information about materials. They can be used to answer such questions as these:

1. What is available on a given subject?
2. Is the material recommended by professionals?
3. For what age level is the material suggested?
4. How has a specific title (book or audiovisual item) been reviewed or evaluated?

Each educational institution should have some selection tools available for ready reference. The specific titles and quantities of the tools will depend on the level of the institution as well as the amount of money available for the purchase of the tools themselves. If funds are extremely limited, it might be possible for several neighboring schools and/or public libraries to share some publications. A district might receive one or several subscriptions to certain reviewing journals and circulate them among the district's schools. Or a district may purchase certain selection tools and house them in a central location for use by everyone in the district. Access to some tools, however, may best be achieved through a local public library, or a college or university library. Because of cost, it is advisable to share selection tools as much as possible.

There are many professional selection tools that can assist in the selection process. Some are general in nature and deal with all subjects and age levels, while others treat specific subjects and/or age levels. Some list all types of materials, print and audiovisual, and others are concerned with a single format. The selector of materials needs to be familiar with these tools and know what kind of information and assistance each tool provides.

Selection tools can be divided into three categories:

1. Locator tools that merely list materials either comprehensively or selectively. These tools contain bibliographic data and sometimes a description of the material but do not include evaluations or reviews.

2. Recommended lists (bibliographies, mediagraphies, videographies, audiographies, or discographies) that have been produced by professionals or professional groups. These lists may or may not include evaluative annotations or excerpts from reviews.

3. Reviewing tools that present reviews of varying lengths written by qualified professionals.

LOCATOR TOOLS

In order to learn which materials are available on a given subject it is possible to refer to various locator tools. While some locator tools are comprehensive and attempt to be exhaustive, others are more limited. A chief characteristic is that they do not contain evaluations or critical comments; any annotation is in the nature of a description of the material. A selector of materials should be familiar with the following locator tools:

1. Books in Print (BIP) and its companion, Subject Guide to Books in Print (SGBIP), are standard tools for information on available books. BIP is a comprehensive list of books in print and is published annually

in two parts. The first part is an author index to the items listed in the Publishers' Trade List Annual (a collection of catalogs representing most American publishers and listing what each company has in print at the time of preperation of each edition of the annual). The second part of BIP repeats by title the same items listed in the author index. The SGBIP arranges the items under subject headings. Each annual edition of BIP now includes approximately 450,000 titles available from 4650 publishers. Entries include full bibliographic information including price, but they are not annotated. BIP does not include either juvenile or adult fiction but does list juvenile nonfiction, sometimes listed with adult books and identified by grade range.

2. Forthcoming Books (FB) and Subject Guide to Forthcoming Books (SGFB) are each published bimonthly as a forecast of books to come. Each issue of FB provides a cumulative author and title list of books published in the United States since the publication of the current issue of Books in Print and also gives basic information on titles announced for publication within the next five months. Each issue of FB thus overlaps and updates the previous issue. This source also includes paperbacks, juveniles, reprints, and revised editions. The first section is arranged alphabetically by author while the second section is arranged by title. The SGFB lists entries alphabetically by subject and is useful for determining which books are scheduled to appear on a particular subject. About 200 subject areas are included with a separate juvenile section. The juvenile books are also listed in the main section. Full bibliographic information, price, and publisher's order number are noted in both these sources.

3. Children's Books in Print (CBIP) has been published on an annual basis since 1969 as a comprehensive list of children's books in print by author, title, and illustrator. Current editions now include approximately 40,000 entries. As in BIP, full bibliographic information is given for entries including price, and the entries are not annotated. It lists primarily current rather than retrospective titles, and most entries give a grade level designation. Its companion, Subject Guide to Children's Books in Print (SGCBIP), records the same titles under subject headings.

Through the subject guides to BIP and CBIP it is possible to obtain a list of current books on a given subject with an identification of grade range. BIP and CBIP are useful to ascertain which books by a certain author are currently in print or to determine the publication information and various editions of a specific title.

4. Paperbound Books in Print (PBIP) is a comprehensive guide to paperback books in print. Previously published monthly with semi-annual cumulations it now consists of two hardcover base volumes published in January and October with each volume listing some 140,000 titles. The paperbacks included represent all in-print titles that are published or distributed in the United States. Entries include full bibliographic information and price, but there are no annotations nor indication of grade range. Access to titles is possible through separate title, author, and subject indexes.

5. Learning Directory 1970-1971, in seven volumes, contains entries arranged under subject headings on over 200,000 various types of instructional materials including many printed materials. Altogether there are some 6,000,000 entries under more than 225,000 different topics.

Inclusion in this comprehensive index was based on two criteria, namely, (1) that the material has some instructional value, and (2) it was currently available for acquisition or loan. Entries contain complete bibliographic information including price. For many items the intended audience level is indicated. Annotations and estimates of quality are not included, however. The 1972-1973 Supplement, the only update to appear thus far, indexes nearly 24,000 distinct items of instructional materials that were produced in 1971 and 1972. It contains some 75,000 entries under more than 28,000 different topics.

6. Educational Media Index is another comprehensive index to instructional materials but restricted to nonprint materials, such as 8mm and 16mm films, filmstrips, slides, pictures, maps, charts, transparencies, recordings, videotapes, etc. It consists of 14 volumes with approximately 28,000 titles. Arrangement is by subject with a separate title index. Volume 2 contains materials for grades four through six. The remaining volumes cover various subject areas with materials for more advanced students. Entries are very brief, descriptive, but not evaluative. Complete bibliographic information is given including the purchase and rental price of the material. Recommended age level is also indicated. Supplements, the first of which was issued in 1965, include new releases and previously unreported items. The Educational Media Index supersedes the Educational Film Guide, published annually from 1936 to 1962, and the Filmstrip Guide which was published irregularly between 1948 and 1962.

7. NICEM Indexes. The National Information Center for Educational Media (NICEM) has published indexes for a variety of media forms since 1968. There are separate indexes for 16mm films, 35mm filmstrips, trans-

parencies, audio tapes, videotapes, disc recordings, 8mm motion cartridges, and slides. In addition, the Center produces multimedia indexes on specific subject areas: psychology, vocational and technical education, health and safety education, Black history and studies, and ecology. The NICEM indexes, most of which are revised periodically, contain a rather comprehensive list of materials. Entries are listed by title and include full bibliographic information, recommended grade level, and a brief descriptive statement, but the annotations are not critical or evaluative. Each index also contains a subject guide and a directory of producers and distributors. A separate index to producers and distributors is also published.

8. Educational Film Locator is a new and unique listing of all the 16mm films held by the Consortium of University Film Centers, consisting of 50 member universities in the United States. Some 45,000 films are arranged by title. Entries include bibliographic, rental, and buying information. Annotations written by university librarians are based on reviews of the films rather than on producer or distributor texts. A subject list contains approximately 1000 major subject headings and 3000-4000 subject cross references. In addition, a subject index lists all titles. Audience level is designated as preschool, primary, intermediate, junior high, senior high, college, special, or general. Other features include a Series Title Index, an index to foreign film titles, and a section containing producers' names and addresses.

9. Educators Progress Service Guides. Eight indexes to free materials are published annually by the Educators Progress Service in the categories of educational and recreational films; filmstrips (including slides and transparencies); audio and video materials; multimedia guid-

ance materials; multimedia social studies materials; multimedia science materials; multimedia health, physical education and recreation materials; and an Elementary Teachers Guide to Free Curriculum Materials. Each guide includes a title index, a subject index, and a source and availability index. Entries contain bibliographic and descriptive data but are without evaluations. Since the materials listed in these guides are current, it is advisable to select from the most recent guide and to order sufficiently in advance of the date of anticipated use. Materials should also be previewed upon arrival before making a decision for utilization with students.

10. Cumulative Book Index (CBI) lists all books published in the United States and books in the English language published in other countries. It first appeared in 1898 to serve as a supplement to the United States Catalog. These two publications, CBI and the United States Catalog, serve as a comprehensive record of English language publishing from 1898 to the present. CBI is published monthly except August and is cumulated annually. It is arranged as a dictionary catalog with entries under author, title, and subject. Bibliographic information includes title, author, publisher, publication date, and cost. Each cumulated issue includes a list of publishers and their addresses.

11. The National Union Catalog: A Cumulative Author List (NUC) represents the major bibliographic tool for locating information about both retrospective and current books published in the United States. This work constitutes an author and main entry catalog of books and materials represented by Library of Congress printed cards, and reported by United States libraries involved in the cooperative cataloging program of the Library of Congress. The NUC is issued monthly with

quarterly, annual, and quinquennial cumulations. It is arranged by author or main entry. Cross references are included but there are no added entries. Full bibliographic information is given: author's full name, author's dates, title, place of publication, publication date, collation, series, edition, notes on contents, the Library of Congress Classification number, and sometimes the Dewey Classification number. The NUC is noted for its high degree of accuracy.

12. Subject Catalog, started in 1950 by the Library of Congress, is published in three quarterly issues with annual and quinquennial cumulations. It includes entries for publications printed since 1945 and later which have been cataloged by the Library of Congress or libraries participating in the cooperative cataloging program. This catalog is arranged alphabetically by subject with full bibliographic information given. Between 1950 and 1952 maps, motion pictures, and music scores were included in the catalog, but in 1953 the Library of Congress began to issue separate catalogs. The map catalog was discontinued in 1955 and map entries were again included in the Subject Catalog.

13. Library of Congress Catalog: Films and Other Materials for Projection is one of the two comprehensive listings of audiovisual materials that is produced by the Library of Congress. Previously titled Library of Congress Catalog: Motion Pictures and Filmstrips, this work now lists motion pictures, filmstrips, sets of transparencies, and slide sets that have been released in the United States or Canada and cataloged on Library of Congress printed cards. The information is furnished largely by the producers or distributors. The Library of Congress first began issuing cards for films in 1951 and included the entries in the National Union Catalog. Since 1953, films have been placed in a separate catalog.

Entries are arranged alphabetically by title and include the following information: title, type of material, distributor, producer, author and title of published work upon which the film is based or with which it is correlated, date, running time or number of frames, sound or silent, color or black and white, availability of a teacher's guide, series, credits, suggested subject headings, Library of Congress card number, Dewey Decimal Classification number, and a descriptive summary. The catalog appears three times a year with annual and quinquennial cumulations.

14. Library of Congress Catalog: Music. Books on Music and Sound Recordings, the second catalog of audiovisual materials issued by the Library of Congress, contains audio materials. Published since 1953 under the title Library of Congress Catalog: Music and Phonorecords, the title was changed in 1973. This comprehensive source lists current and retrospective music scores intended for performance as well as sound recordings, both musical and nonmusical. The nonmusical recordings cover all subject fields that are received by the Library of Congress and other United States libraries participating in its cooperative cataloging program. Books about music and librettos have also been included since 1963. The works are arranged by composer or author, or in some cases by title, and include the following data: type of medium, publisher or source, catalog number, date, physical description of record giving speed and size, series title, performers, author of program notes, suggested subject headings, Library of Congress card number, Library of Congress classification number, number of pages, illustrations, and size. There are no annotations. The work is published semiannually with annual and quinquennial cumulations.

15. National Center for Audio Tapes Catalog has been issued on an irregular basis since 1954. It is compiled by the National Center for Audio Tapes at the University of Colorado under the sponsorship of the National Education Association. The catalog lists about 14,000 audio recordings, both cassette and reel. Approximately 200 commercial, academic, and institutional producers, radio stations, and government agencies are represented. Titles are selected on the basis of curricular relevance and production quality. No effort is made to evaluate the content of the tapes. Entries are arranged under subject headings, with a separate alphabetical title index and a producer's code. Each entry lists full bibliographical information including grade level, producer, and a brief description of the tape's subject matter. The purchase price includes permission to duplicate the tapes for any individual, group, educational institution, or business firm provided that the restrictions are adhered to.

Selection tools for locating educational games and simulations are becoming increasingly available. Two of these, with extensive but not comprehensive listings, provide helpful guidance in selecting materials in this category.

16. Contemporary Games: A Directory and Bibliography Covering Games and Play Situations or Simulations Used for Instruction and Training by Schools, Colleges and Universities, Government, Business and Management is a two-volume guide to about 900 current and retrospective games and simulations, both manual and computer operated, and including discontinued games. The first volume, published in 1973, is a directory listing games by subject area and then alphabetically by title. Entries include playing time, number of players, designer, pro-

ducer, distributor, price, date of publication, availability of instructional manual, grade level, and a brief annotation. Separate indexes are arranged by grade level and by subject with an indication of grade level. There is also a listing of distributors and their addresses. The games in the guide were included after personal examination by the staff of the Gale Research Company. Universal games, such as chess and checkers, are not included. Volume two was published in 1974 and is a bibliography of articles that describe or evaluate the games and that cover the period from 1967 to 1973. No revision plans have been announced.

17. The Guide To Simulations/Games for Education and Training, by David W. Zuckerman and Robert E. Horn, provides full information on 613 games and simulations plus 473 games that have incomplete information or have been discontinued. All grade levels are represented, and entries are arranged randomly within 27 subject groupings. Included in entries are playing time, number of players, age level, source, price, and a summary description and comment. There is also a title index. The latest edition was published in 1976, and it is intended that the work will be revised every four years.

18. World Directory of Youth Periodicals is a locator tool for periodicals for young people. (Some recommended lists of magazines will be mentioned later.) Lavinia Dobler's work was published in 1960 and most recently revised in 1970. It contains approximately 1000 youth periodicals from all over the world. Full bibliographic information, price, and age level are given. A short statement about the periodical is also included.

19. Vertical File Index: Subject and Title Index to Selected Pamphlet Material is issued monthly by the H. W. Wilson Company with annual cumulations. A listing of free and inexpensive pamphlets, booklets, leaflets, and mimeographs, it is arranged alphabetically by subject heading with a title index. Subjects range from those suitable for school libraries to specialized technical reports. Complete bibliographic information and price are given.

20. Free and Inexpensive Learning Materials was first published in 1941 and appears on a biennial basis. Each edition lists approximately 3,000 free instructional materials, such as pamphlets, pictures, posters, maps, and charts. Entries are arranged under general subject headings of interest to the classroom teacher and include basic information about the materials, such as size and price. There is a short nonevaluative sentence describing the material. The name and address of the distributor are also given.

RECOMMENDED LISTS

Many excellent lists of materials are available that are supported by the recommendations of professionals and professional groups. In many instances evaluations are also given. Such lists are in the nature of bibliographies (for books), mediagraphies (for all kinds of materials including books or for only audiovisual materials), audiographies (for listening materials), discographies (for disc recordings), and videographies (for pictorial materials).

Basic selection tools for schools are the catalogs of recommended books published by the H. W. Wilson Company:

21. Children's Catalog dates from 1909 and is a selected list of some 5500 books for young children through the sixth grade.

22. Junior High School Library Catalog, begun in 1965, contains approximately 4000 books for grades seven through nine.

23. Senior High School Library Catalog was first published in 1926 and includes about 4800 titles for students in grades ten through twelve. Prior to 1962 this work was called the Standard Catalog for High School Libraries.

Each of these works is published annually with five-year cumulations. They have the same format: arrangement of entries by the Dewey Decimal Classification followed by fiction titles; full bibliographic information; brief, descriptive annotations containing quotes from other review sources; and one alphabetical index for author, titles, subjects, and analytics. Both current and retrospective titles are included but out-of-print books are omitted. All the books listed in these catalogs are recommended, having been selected by an advisory committee of librarians with further approval by other professional consultants. Prior

to 1967 books that were highly recommended by the consultants were designated with two asterisks (**) and those that were especially recommended with a single asterisk (*). Also, the Standard Catalog for High School Libraries indicated some titles at the junior high school level with a "j" and some titles at the senior high school level with an "s." Both of these practices were discontinued in 1967.

The Wilson catalog appropriate to grade level should be available in each school building for ready reference and selection purposes. In addition, because of the varying reading abilities and interests of children and young people, a school library media center should also receive regularly the catalog closest to the school's grade level, that is, a K-6 building should have the Children's Catalog and the Junior High School Library Catalog, a junior high school should have both of these volumes plus the Senior High School Library Catalog, while a senior high school should have the junior high as well as the senior high catalog.

24. Fiction Catalog. In addition to grade level catalogs the H. W. Wilson Company has published the Fiction Catalog since 1908. This catalog is rather selective, and its aim is to list "the best fiction in the English language." Entries are primarily adult titles, but it is a helpful tool for the selection of fiction at the junior and senior high levels. Previously a "y" had been placed by books considered suitable for young readers; but the publisher has now discontinued this practice, leaving selection to the discretion of readers and librarians. The catalog includes about 4800 titles selected by the publisher with assistance of staffs from a number of public library systems. All titles are therefore recommended. Entries contain author, title, publisher, date of publica-

tion, price, and a brief annotation. The annotations are quotes from other review sources and even though all the titles are recommended, occasionally some critical comment is offered. As with the other titles in the series of Wilson catalogs, the Fiction Catalog is cumulated every five years with annual supplements.

25. The Elementary School Library Collection includes some 9500 entries on both books and audiovisual materials. It was first published in 1965 and is revised on an annual basis. A selective guide for building an elementary school collection, it contains full bibliographic information, price, grade level, and a brief descriptive annotation. The entries were compiled by advisory and selection committees consisting of librarians, educators, and media specialists.

26. Resources for Learning: A Core Media Collection for Elementary Schools, by Roderick McDaniel, was published in 1871. As its title indicates it is a list of recommended audiovisual materials for elementary school pupils which includes some realia as well as free and inexpensive materials. The list was drawn from sources identified by code that use written evaluative criteria in their review and selection programs: (1) bibliographies that are selective and exclusive, and (2) periodicals that feature critical reviews of audiovisual materials. Most of the titles were produced within ten years prior to the publication of this collection. Full entry is given under title/author with complete descriptive data, price, and a descriptive note. Additional sections are a list of media indexed by subject, a producer/distributor directory, and an index of subject headings. The volume also includes a Nucleus Collection of 576 titles that were recommended in at least three review guides or operational collections.

27. Core Media Collection for Secondary Schools, published in 1975, is aimed at meeting the curriculum needs of grades seven through twelve. It excludes books and concentrates on nonprint materials, being a selective guide to about 2000 filmstrips, film loops, transparencies, 16mm films, and phonodiscs. Materials were selected by the author on the basis of their authenticity, technical quality, appropriateness for the subject, student level, interest and motivation, accuracy, and validity in treatment. Only a few titles produced prior to 1965 are included. Titles are arranged under subject headings. Entries include the producer or distributor, release date, price, grade level, and a brief descriptive annotation. The annotations are not evaluative or critical. There is a producer and distributor directory as well as a title index. No plans for revision of this work have been indicated.

28. Books for Secondary School Libraries, published under the auspices of the National Association of Independent Schools, is a helpful guide in the selection of books. It was first issued by the Library Committee of the Independent Schools Education Board in 1955 under the title 1000 Books for Independent School Libraries. Since that time there have been editions published under various titles in 1961, 1968, 1971 and 1976. There are 6,291 entries in the 1976 edition. The work attempts to present books for secondary school libraries which "reflect the immediate and swiftly changing issues, concerns and problems of the mid 70's." Fiction is not included. Full bibliographic information and price are given without annotations.

29. Books for College Libraries: A Core Collection of 40,000 Titles can be referred to when selecting books for more advanced high school students. The first edition was published in 1967 by the University of

California's New Campuses program. The second edition consists of six volumes and was published in 1975 by the American Library Association. The titles in the second edition are considered the minimum necessary to support an average college program. All the titles are highly recommended and were selected with assistance from teachers, librarians, and staff members of professional organizations. The six volumes are divided into humanities; language and literature; history; social sciences; psychology, science, technology, and bibliography: and indexes. Entries are arranged by subject and contain cataloging information but no annotations.

30. Adventuring with Books: 2,400 Titles for Pre-K-Grade 8 is a helpful list of recommended books for preschoolers through the eighth grade. Produced by the National Council of Teachers of English, this work contains over 2,400 entries in the second edition of 1973. Most of the titles were published recently before 1973, but several older titles were also included. The titles are arranged by subject, such as picture books, fiction, biography, poetry, etc., and under each subject alphabetically by author. Full bibliographic information, price, and grade level are given. The books included in this list were selected on the basis of merit and entertainment value. In a short annotation each book is described with an explanation regarding why it was recommended.

31. Books for You: A Booklist for Senior High Students contains over 2000 titles recommended for senior high school students and was compiled by a committee of the National Council of Teachers of English. It has been published since 1945 at irregular intervals, the most recent in 1976. Titles are arranged under topics of interest to teenagers.

Full bibliographic information is given for each entry as well as a very brief annotation which outlines the plot of the book. Most of the titles are recent publications but some retrospective titles are also included.

32. Books for the Teen-Age is a helpful selection tool that is published annually. It is a selective list of titles chosen by the Committee on Books for Young Adults at the New York Public Library. The committee is composed of librarians who work with young adults. Using a topical arrangement, some 1500 titles are listed by title and author with a short sentence describing the book. It contains primarily current books and some retrospective titles. Out-of-print books are included only when they are still available in libraries.

33. Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult has been a useful selection tool since it was first published in 1944. Since then, editions have appeared in 1952, 1958, 1966, and 1975. It is a selective guide that describes over 1000 books. Entries contain full bibliographic data, price, reading level, and a brief description of the book. Seventy-five percent of the titles in the 1966 edition were new. This work was compiled by Ruth Strang, professor of Education and Director of the Reading Developement Center at the University of Arizona in Tucson, and two other reading instructors. They were assisted by librarians, a representative of the American Library Association, and reading teachers.

34. Book Bait, Detailed Notes on Adult Books Popular with Young People is also very useful as a selection tool. It was first published by the American Library Association in 1957 with a second edition in 1968. The Association of Young People's Librarians formed a committee to

select 100 adult books popular with teenage readers. Fifty-six newer titles were added to the second edition with 44 titles retained from the first edition. The entries are arranged alphabetically by author. Reviews consist of plot summaries and rather enthusiastic evaluations of the books. Recommendations are also given for book talks.

35. Doors to More Mature Reading is an outgrowth of the first publication of Book Bait. Published in 1964, the volume includes titles for older teenagers and more mature readers. A committee of the American Library Association's Young Adult Services Division compiled the work under the leadership of Elinor Walker. The list of about 175 titles is very selective. Plays, poetry, science, history, fiction, biography, and travel are represented among the titles. All are recommended. Arrangement is alphabetical by author. Each entry contains author, title, publisher, publication date, and a lengthy annotation which describes the book and tells why it is recommended. There is also a title index. No revision plan has been announced.

36. New Educational Materials: Pre-Kindergarten through Grade Twelve presents reviews to books as well as some instructional and audiovisual materials. Although it was published on an annual basis between 1967 and 1970, it has not been continued since 1970. In spite of its datedness, it is helpful reference to many kinds of materials. The 1970 fourth edition of this selective guide includes 300 reviews which were published in the 1969-70 issues of Scholastic Teacher plus 200 reviews never published before. A reviewing panel of over 100 teachers, principals, librarians, and curriculum specialists made the selections. Entries are arranged by grade level and then by subject area. Full bibliographic information which bears the initials of the writers and

a list of the contributors are included. Although all the titles listed are recommended, the reviews are neither critical nor evaluative.

37. Selected Free Materials for Classroom Teachers, by Ruth H. Aubrey, was first published in 1965. The fifth edition in 1975 provides an index to 571 free materials. The entries were included after materials were examined personally by one or more individuals with competence in the subject area represented. Approximately 600 publishers submitted materials for selection. Inclusion of items was determined on the basis of importance, presentation, usefulness, and freedom from undesirable advertising and bias. Entries provide publisher or producer address and a brief, descriptive annotation. The most suitable grade level for the product is also indicated.

38. Periodicals for School Libraries, published by the American Library Association in 1973, is an updated and revised edition of the first publication in 1969. This volume serves as a buying guide to periodicals and newspapers for school libraries. Titles cover all grade levels, kindergarten through high school. The list of 429 titles is very selective, and inclusion constitutes recommendation. Two criteria were used in selecting the periodicals: usefulness to the curriculum and appeal to children and young people. The Periodicals List Subcommittee of the American Library Association was responsible for the selection. The periodicals are arranged alphabetically by title. Full information is given and a very short statement on the scope of the periodical. There is also a subject index. An enlarged edition of this work is scheduled to appear in 1978 with the title, Periodicals for School Media Programs, and will contain more entries than the previous edition. Entirely new annotations were written so that selectors can make judgments regarding usefulness when firsthand examination is not possible.

39. Magazines for Libraries, by Bill Katz, is a standard selection tool for magazines which is useful also at the school level. First published in 1969, it is now in a second edition of 1972 and has a 1972 and a 1974 supplement. The work contains over 4500 titles with emphasis on United States magazines. Selection of the periodicals included was done with the assistance of librarians, teachers, and others. Full bibliographic information and price are given for each title. Annotations are critical and evaluative. The annotations were checked with the editors and publishers of the magazines listed for accuracy and fairness. Code letters indicate the value of the magazine, and whether it is exceptional, unexceptional, or below average quality.

It can be noted that many of the above recommended lists have been published by the American Library Association. In addition to these sources, the ALA regularly produces selected lists, many of which are printed on an annual basis. These lists include the following publications which are especially prepared for children and young people and for those who work with children and young people:

"Notable Children's Books"
"Caldecott Medal Books"
"Newberry Medal Books"
"Best Books for Young Adults"
"Still Alive: The Best of the Best"
"Outstanding Books on the Current Scene for the College Bound"
"Outstanding Biographies for the College Bound"
"Outstanding Fiction for the College Bound"
"Outstanding Nonfiction for the College Bound"
"Outstanding Theater for the College Bound"
"Notable Children's Films"
"Selected Films for Young Adults"

REVIEWING SOURCES

Reading reviews is an essential part of the selection process, since it is not always possible to read every book or even to examine every

book before purchase. Reviews help to give some information about the book or other type of material, although in some instances it is still best to preview the materials entirely.

It must be recognized, however, that there is a great variance in reviews. Some are extremely short while others are lengthy, with others of varying lengths between the two extremes. Some reviews are merely descriptions. Others attempt to be evaluative and critical, although the extent of the evaluation and criticism will depend on the reviewer.

Reviewing tools for books are in greater abundance than similar tools for audiovisual materials since the printed word in book form has been available for a much longer period of time. Book reviewing tools are therefore much more comprehensive and developed to a more sophisticated state than is the case for audiovisual reviewing tools. Within recent years, however, greater attempts have been made to review audiovisual materials, and it is hoped that eventually reviewing tools for nonprint materials will reach the same comprehensive and advanced state as book reviewing tools.

Some helpful reviewing sources for books and audiovisual materials are the following:

40. Publisher's Weekly is the standard journal of the United States book trade and was first issued in 1872. It is published weekly except for one issue that covers the last two weeks of the year. Each weekly issue includes lists of new publications, news notes, editorials, and articles. Approximately 40-50 book reviews are contained in each weekly issue with entries giving title, author, publisher, and price. There is a separate section on children's books. The reviews are

descriptive and generally favorable. Until September 1974 Publisher's Weekly included the Weekly Record, a listing of full bibliographic information on books published during the current calendar year by all publishers in the United States, except government and subscription books. The Weekly Record is now issued separately.

41. Book Review Digest performs a two-fold task of indexing and excerpting book reviews. It provides citations from about 75 periodicals mostly of general interest, although some are popular and some are scholarly. About 6000 books are evaluated each year. This tool is issued ten times a year with annual cumulations and a five-year cumulated index to subjects and titles. A typical entry supplies complete bibliographic information and a survey of critical opinion from various sources.

42. Book Review Index first appeared in 1965 and is published bimonthly with quarterly and annual cumulations. In contrast to the Book Review Digest which contains excerpts of reviews, the Book Review Index is an index to reviews but does not include excerpts. Previews of general works, nonfiction, and juvenile books that have been published in over 200 publications are indexed. The 1976 annual cumulation lists 77,500 citations for 38,200 books. Entries include author, title, and the source of the review. There are no annotations since it is intended that the user should read the review in the publication cited.

43. Media Review Digest began in 1970 to make its contribution as an index to reviews and information about audiovisual materials. The first three annual volumes were published under the title Multi-Media Reviews Index. With the fourth volume of 1973/74 the name was changed to Media Review Digest (MRD) and the comprehensiveness of

the tool was considerably expanded. MRD indexes reviews of nonprint media in 150 periodicals, offering 50,000 to 60,000 citations a year. It covers educational and feature length films, filmloops, videotapes, filmstrips, educational records and tapes, slides, transparencies, kits, maps, overlays, and globes. By means of a code on a scale from excellent to poor it summarizes the content of every review by indicating each reviewer's overall opinion of the title reviewed. Short quotations from some reviews are also given. A typical entry includes media-graphic data, content description, subject headings, Dewey Decimal Classification, grade levels, price, list of reviews, and brief quotations. Arrangement of main entries is alphabetical by title under various media forms. There is also an alphabetical subject index, a classified subject index, and a list of producers and distributors.

44. International Index to Multi-Media Information began in 1970 and is issued quarterly as a continuation of the former Film Review Index. A 1970-1972 cumulative volume was published by the R.R. Bowker Company in 1975. The purpose of this work is to index media reviews that appear in 100 periodicals. It is comprehensive reference to current media productions of institutional, government, academic, and commercial producers. Media represented include filmstrips, films, filmloops, graphic materials, maps, manipulative materials, kits, audio recordings, slides, simulation games, transparencies, and video recordings. Materials for all grade levels and all subjects are included. Arrangement is alphabetical by title and/or series title. Approximately 9000 entries a year include type of medium, distributor, format, and quotes from reviews. Release date, price, age and grade level are not uniformly given. The excerpts from reviews and other data given in

the entries frequently provide enough information to make decisions regarding purchase. In addition to the alphabetical arrangement by title, there is also a subject and author index as well as a producer and distributor index.

45. EFLA Evaluations provide reviews of currently released films previously announced in Sightlines and reproduced by the Educational Film Library Association ten times a year on 8½" x 11" sheets to fit into a ring binder. The films include productions of commercial, institutional, and independent filmmakers in all instructional subjects and for all age levels and types of audiences. Arrangement is alphabetical by title. Approximately 400 entries a year give information regarding title, length, color or b/w, rental/purchase price, producer, director, distributor, release date, awards won, a synopsis with critical comments on content and technical quality, subject area, grade level, and audience suitability. Also provided are a cumulative title index, a monthly subject index, and an annual cumulative subject index. A cumulation of evaluations was published in 1965 under the title Film Evaluation Guide 1946-1965. Two additional supplements cover the years between 1965 and 1971, Supplement 1965-1967 and Supplement 1967-1971.

46. The Booklist is a semi-monthly reviewing journal, published since 1905, that contains a selective, annotated list of recent recommended publications. Entries include books, audiovisual, and free and inexpensive materials. Arrangement is by categories: adult books, fiction, books for young adults, children's books, new editions, audiovisual materials, U.S. government publications, pamphlets, and paperbacks. Complete bibliographic information and price are given for each entry. Annotations are evaluative and indicate the type of library for

which the material is recommended. The annotations are prepared by the American Library Association's Reference and Subscription Books Committee.

47. Library Journal began publication in 1876 and is the oldest library periodical in the United States. It is issued semi-monthly from September through June and monthly in July and August. The review section contains about 200 reviews per issue. The reviews are arranged by subject. Entries give full bibliographic information and price. Reviews are signed by subject specialists and librarians and are rather lengthy and evaluative. Critical comments are given.

48. School Library Journal began publication in 1954 and was published as part of the Library Journal until January 1975 when it became a separate periodical. It now appears monthly. A book review section is included in each issue. The books reviewed are aimed at school and public libraries. In addition to full bibliographic data and price, each entry includes evaluations and some critical comments. The lengthy reviews are written by librarians and media specialists and are arranged by grade level.

49. Previews presents evaluative reviews of current audiovisual media, such as fims, filmstrips, slides, graphic materials, kits, audio recordings, and simulation games. Nine monthly issues from September to May each contain between 75 and 100 reviews. Full mediagraphic information and grade level are noted. All the materials are recommended, but there is some critical comment included. The signed reviews are written by librarians and media specialists. Previews originated as part of Library Journal/School Library Journal in September 1972 and became a separate publication in December 1973.

50. Kirkus Reviews is aimed primarily at school and public libraries. Begun in 1933, this bi-weekly publication reviews both juvenile and adult books. It usually reports on titles six to eight months prior to publication. Reviews are longer, detailed, and more critical than most review sources. Between 4000 and 5000 books are reviewed annually. The publication is indexed quarterly and has semi-annual cumulative indexes. Reviews are written by Kirkus staff members but are unsigned.

51. The Horn Book Magazine, founded in 1925, contains a very selective list of current books, usually about 40 in each monthly issue. Although most of the books are recommended, the lengthy reviews are evaluative in tone. Entries include bibliographic information, price, and grade level.

52. Bulletin of the Center for Children's Books is published monthly (except August) and contains approximately 75 reviews of current children's books. The reviews are written by the editor and discussed by an advisory committee before inclusion in the publication. Entries for this selective list of books include full bibliographic information, price, and grade level. A code is used to indicate which books are recommended, which receive qualified recommendations, and which are not recommended. The annotations are critical and deal with content and style. Some are rather lengthy while others are brief.

53. Choice Books for College Libraries, published by the American Library Association, began in 1964. With an emphasis on scholarly titles for college libraries it is useful for selecting books also for advanced high school students. Between 500 and 700 American books are reviewed in each issue. Entries are arranged under 30 subject cate-

gories. Annotations, between 75 and 150 words in length, are written by teachers and subject experts. The annotations are more critical than most of those found in other reviewing sources. Although the annotations are not signed, a list of contributors for each issue is given.

54. Landers Film Reviews, published monthly from September through May, contains reviews of 16mm films and other multimedia materials. Items are arranged alphabetically by title with a subject index. Entries include the producer or distributor, grade level, and purchase and rental costs. Brief reviews are primarily descriptive in nature, but all included materials are recommended. About 140 titles are reviewed in each issue. A source directory with addresses is also provided.

This listing of locator tools, recommended lists, and reviewing sources is highly selected in nature. It is intended to indicate to teachers and library media professionals the more representative and comprehensive selection tools that are generally helpful and useful in the selection of materials for schools. Many other lists are also available which have varying degrees of usefulness, completeness, selectivity, authority, reliability, and types of media included. In addition, practically all subject fields have bibliographies or mediagraphies. Many of these lists are selective and/or evaluative.

Three helpful listings of selection tools have been published within recent years, if additional tools of a general nature or on a specific subject are desired. They are:

1. Hart, Thomas L.; Hunt, Mary Alice; and Woolls, Blanche. Multi-Media Indexes, Lists, and Review Sources: A Bibliographic Guide. Presents lists of print media, nonprint media, both print and non-

print media, and review sources and reviewing periodicals.

2. Sive, Mary Robinson, Educators Guide to Media Lists. Includes an extensive listing of subject lists.

3. Rufsvold, Margaret I., and Guss, Carolyn. Guides to Educational Media; Films, Filmstrips, Multimedia Kits, Programmed Instruction Materials, Recordings on Discs and Tapes, Slides, Transparencies, Videotapes. 4th ed. Concentrates on lists of audiovisual materials.

SELECTING MATERIALS FOR SPECIAL EDUCATION

As a result of Public Law 94-142, the Education of all Handicapped Children Act, educators have become more conscious of the need to select suitable materials specifically for exceptional children. Although selection tools are available for a multitude of specific subject areas, such as ethnic groups and women, bibliographies and/or mediagraphies in the field of special education are scattered and difficult to uncover. The seeker of materials for the handicapped can, in many instances, profitably utilize the general selection tools already described in this booklet. There is, however, no single selection tool to which one can refer in order to locate materials for the various kinds of persons included in the category of "special education" or "exceptional children."

Until August 1977 the National Center on Educational Media and Materials for the Handicapped (NCEMMH), under contract with the Bureau of Education for the Handicapped (BEH), attempted to fill the need to gather and list materials for the handicapped. Headquartered at the Ohio State University, NCEMMH maintained the National Instructional Materials Information System (NIMIS). NIMIS was developed as a computer-based information retrieval system specifically to provide assistance in locating information about instructional materials used in the education of handicapped children. The system contains information on over 35,000 child-use, nonprint instructional materials accessible through the Ohio College Library Center (OCLC).

NCEMMH published an Instructional Materials Thesaurus for Special Education which provides a standard vocabulary for special education to be used in indexing and retrieving instructional materials within NIMIS. It was intended to serve as an aid in matching instructional materials to meet the educational needs of handicapped children.

The thesaurus is divided into several sections which provide a variety of entry points depending upon a user's needs:

1. The categorical listing is a functional listing of all the thesaurus descriptors arranged according to the following groupings: instructional/interest levels; cognitive processes; perceptual/motor development; guidance; daily living/self-care skills; health; physical and safety education; fine arts; language arts; mathematics; sciences; social sciences; industrial arts; career/vocational education; tests/scales; instructional approaches; exceptionalities; input-output modes; and format.

2. An alphabetical listing contains 868 descriptors and 175 asterisked terms or "use" references arranged in a word-by-word filing order.

3. The appendix includes a listing of modifiers and career cluster job titles.

4. A rotated index provides a keyboard display.

Also included in the thesaurus are a bibliography and a sample Thesaurus Term Submission Form.

NIMIS never became fully operational but was able to supply printouts for some 100 topics. NCEMMH did, however, publish 13 mediagraphies of selected learning resources, compiled from the information stored in NIMIS and targeted to the needs of special education. The NIMIS mediagraphies are listed here in alphabetical order. (The figures in parentheses indicate the number of items included in each mediagraphy.)

Early Childhood: Activity Books and Resource Guides (59)
Early Childhood Kits (80)
Early Childhood: Psychomotor Skills (31)
Learning Disabled: Number Concepts, Primary Grades (62)
Mildly Handicapped: Consumer Education, Secondary Level (82)
Mildly Handicapped: Reading, Secondary Level (107)
Movement Exploration and Locomotor Skills (23)
Physically Handicapped: Adaptive Devices (76)
Rehabilitation Aids (40)
Reversals (9)
Severely/Profoundly Mentally Handicapped (36)

Trainable Mentally Handicapped: Daily Living and Self-Care Skills (153)
Trainable Mentally Handicapped: Protective Vocabulary (21)

These mediagraphies are available from the ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

It should be noted that the NIMIS mediagraphies contain only non-print instructional materials. Each booklet is arranged numerically by NIMIS accession number. Entries include descriptive information (including price), supplemental information, descriptors, and an abstract. There are also title, publisher, and subject indexes. Each mediagraphy is a representative rather than an all-inclusive or comprehensive list. Additional materials concerning the topic are listed in NIMIS. Listing of an item does not constitute endorsement.

NCEMMH also produced Standard Criteria for the Selection and Evaluation of Instructional Materials. This publication includes criteria intended for use at the teacher level under the following headings: (1) identification of needs (learner and program characteristics), (2) initial selection (search and screen), (3) review (analysis of material, matching material to learner), and (4) decision making. The booklet also includes standard criteria at the national level: identification of needs, initial selection, review, decisions, and evaluation. Copies of this publication are available from the ERIC Document Reproduction Services at the address given above, $1.67 for paper and 83¢ for microfiche, plus postage. The order number is ED 132 760. These standards have been reproduced in the September 1977 issue of Illinois Libraries, pp. 531-40.

NCEMMH operated under a contract with the Bureau for the Education of the Handicapped (BEH) in close cooperation with four Specialized

Offices, 13 Area Learning Resource Centers, and more than 1200 local learning resource centers. As of August 31, 1977, all of these agencies ended their contracts with the BEH, but some of their programs and services are being continued through new contracts. Each of the new agencies is a potential source for information and listings of materials for the handicapped.

The National Instructional Materials Information System is being continued as NIMIS II by the National Information Center for Special Education Materials (NICSEM). Information can be received by writing:

M. Thomas Risner, Director
National Information Center for Special Education Materials (NICSEM)
University of Southern California
University Park
Los Angeles, California 90007

Some of the activities and services of the former 13 Area Learning Resource Centers have been discontinued, but others have been merged with those of the 13 Regional Resource Centers. The latter centers have been given this charge: "The development of the skills necessary to select and use instructional media and materials to meet the educational needs of individual children...since it is an integral part of the individualized education program requirements of P.L. 94-142." A list of the Regional Resource Centers can be obtained by sending a stamped, self-addressed business envelope to:

Mr. Elwood L. Bland
Chief, Learning Resources Branch
USOE/BEH/LRB
4849 Donahue Building
6th and D Streets, S.W.
Washington, D.C. 20202

Illinois Regional Resource Center at Northern Illinois University
Graham Hall 243
DeKalb, Illinois 60115
815/753-0534

The four Specialized Offices were also closed as of August 31, 1977, but two new offices have taken over some of their functions.

Operating as a subcontract to the Conference of Executives of American Schools for the Deaf, materials distribution continues from:

Specialized Office for Materials Distribution
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Similar services to those offered by the former Specialized Office 2 are now contracted to:

Media Development Project for the Hearing Impaired
University of Nebraska--Lincoln
318 Barkley Memorial Center
Lincoln, Nebraska 68583

Information about services formerly available from NCEMMH can be received by writing to:

Dr. Paul Andereck, Education Specialist
USOE/BEH/LRB
4849 Donahue Building
6th and D Streets, S.W.
Washington, D.C. 20202

A major thrust of Public Law 94-142 is an Individualized Education Program (IEP) for each handicapped child. In order to describe exemplary practices in planning programs for the handicapped, the Specialized Education Services Department of the Illinois Office of Education published in 1977 the Illinois Interim Research Manual for Preparing Individualized Education Programs in which Special Media and Material are defined on page 5. This booklet is intended as a guide to those who are planning and implementing an individualized education program. Three sections cover the content of an IEP, the development of an IEP, and preparing for compliance with P.L. 94-142. An appendix presents sample IEP's which, for short term instructional objectives, include a description of conditions, behavior, criteria, special media and materials, evaluation/schedule, and date objective was mastered. The book-

let was sent to all directors of special education and local superintendents from the Illinois Office of Education and has been submitted to Exceptional Child Education Resources, a publication of the Council for Exceptional Children, a clearinghouse of ERIC.

A collection of readings on various aspects of library service to exceptional children is contained in The Special Child in the Library, published by the American Library Association in 1976. Most of the readings are reprints of articles that first appeared in many different journals. In regard to the special child, separate sections of the book cover physical environment, selection criteria, materials utilization, delivering the instructional message, conflict resolution through literature, and supplementary resources for serving the special child. The volume discusses the selection of materials for different kinds of special children, such as the blind, the slow learner, the highly gifted, the delinquent, and those with learning disabilities. In addition, some of the articles include references to and listings of materials suitable for use with exceptional children. The section on supplementary resources includes a listing of sources of information and materials, service agencies for the special child and a bibliography of rehabilitation information. The reader should note, however, that the listing and addresses of the Regional Resource Centers, Area Learning Resource Centers, and specialized offices has not been updated.

Additional resources for information about materials useful in special education can be secured in a variety of ways, such as through the Educational Resources Information Center (ERIC), professional organizations, curriculum libraries and centers (colleges, schools for the handicapped, learning resource centers), journals, commercial firms,

colleagues, and scattered materials bibliographies and/or mediagraphies. Following is a brief, highly selected, and by no means exhaustive listing of some of the available bibliographies/mediagraphies:

1. Model Secondary School for the Deaf Curriculum Series, sequential series of guides which can be the basis for a model curriculum for the deaf. Each course guide lists objectives to be met, suggests classroom learning activities, and provides pre- and post-tests. Each course also gives students the opportunity to learn in sign language as well as in written and spoken English. To obtain more information, write:

Dissemination, Box 104
Division of Research and Evaluation
Model Secondary School for the Deaf
Gallaudet College
Washington, D.C. 20002

2. Library Services to the Exceptional Child is a packet of 12 items available from the American Library Association, 50 East Huron Street, Chicago, Illinois 60611, and currently priced at $2.00. Bibliographies in the packet are the following, the first four of which were prepared by the Public Library of Cincinnati and Hamilton County in 1969:

"Books for the Deaf and Hard-of-Hearing Children: Primary Grades, Intermediate Grades"
"Books for Mentally Retarded Children"
"Books Used for Discussion with Socially Maladjusted Girls, Ages 12-15"
"Books Used for Discussion with Socially Maladjusted Boys, Ages 12-15"
"The Hostile Child in Books," a reprint from Exceptional Children, September 1966.
"Self-Discovery Through Books," by William F. Elder and Hilda K. Limper, a reprint from Child Welfare, December 1968.
"Books as an Aid in Preventing Dropouts," by Helen F. Faust, a reprint from Elementary English.
"Without Whip or Rod," by Hilda K. Limper, a reprint from Federal Probation Quarterly, December 1966.

3. Large Type Books in Print 1978 lists over 2,000 books from 40 publishers reproduced for the visually handicapped. Included are all large type books brought to the attention of the compilers at the time of publication of the volume without any attempt at selectivity or evaluation. The titles listed were originally published in normal size but reproduced into larger type for the benefit of readers who have difficulty with reading regular editions. It includes materials appearing only in 14 point type or larger. (This volume itself was reproduced in 18 point type.) Children's books that were originally published in large type are not included. The volume is divided into two sections, General Reading and Textbooks, and each section is arranged alphabetically by title under broad subjects. There are also author and title indexes and a key to publisher's abbreviations.

4. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped contains a chapter in which the authors, Barbara H. Baskin and Karen H. Harris, discuss criteria for selecting, evaluating, and using juvenile fiction which focuses on the disabled. The last chapter is the focus of the book and contains extensive annotations on over 400 juvenile titles in which the handicapped are depicted. Reading levels are indicated. Title and subject indexes are included.

5. Vocational Education Resource Materials: A Bibliography of Free Loan Materials for Handicapped and Special Education was published by the Center for Studies in Vocational and Technical Education at the University of Wisconsin in Madison. Now in its second edition, 1975, the list is arranged by a coding system which is a combination of the Office of Education Curriculum Guides and ERIC descriptors. De-

scriptive notes are included. There is also an annotated list of films dealing with the needs and capabilities of the handicapped and an index of "S" numbers in numerical order.

6. High Interest-Low Vocabulary Reading Materials Including Books and Kits: Intermediate, Junior High and Senior High School Levels is a 1975 listing of series books and audiovisual materials. Bibliographic and descriptive information, including price, are given. The list was prepared by the Texas Area Learning Resource Center, 2613 Wichita Street, Austin, Texas 78712.

7. "Materials, Program Suggestions for Hearing-Impaired Children," prepared by Laura-Jean Gilbert, appeared in the Spring 1976 issue of School Media Quarterly. Included are several listings: (1) four books for parents and teachers; (2) books for very young hearing-impaired children arranged under the headings Words and Pictures, Simplest Tales, Picture-Story Books, and Books Without Words; (3) books for elementary school-age deaf children in which the pictures can carry the story and including some that are nonverbal books; (4) texts for the study of sign language; (5) books to help hearing children understand deafness or to assist hearing-impaired children gain more self-understanding, listed under the headings Younger Children, Children Ages 9-14, and High School; and (6) games.

8. "A Look Behind the Wall of Silence," by Louise M. Wright, was published in the Ohio Library Association Bulletin of April 1977. This article briefly discusses suggested reading for younger deaf people, books of interest to deaf adults, and books to create an understanding of the deaf by those who can hear.

9. "Stories about Handicapped: A Select List" was published in the June 1977 issue of The School Librarian. In this article Margaret

Good presents an annotated list of 41 books suitable for children ten years of age and above, either for those children who are handicapped to gain perspective on their disability or for those who are not handicapped to gain insight into the difficulties that handicapped children experience. The list is divided into six areas: Physically Handicapped, Blind, Deaf, Dumb, Mentally Handicapped, and Autistic. Although the books are British publications, they can be useful with children in the United States and other English-speaking countries. Included are some books well-known in the United States, such as Laura Ingalls Wilder's By the Shores of Silver Lake and Marguerite Henry's King of the Wind.

In addition to the resources listed above, there are other sources for materials that can be used with those who are handicapped. Information can be obtained, for instance, from the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, Virginia 22091. The CEC prepares an annual catalog of publications and nonprint media. State education agencies can supply information about resources as well as bibliographies of materials. In Illinois, further information can be obtained by writing the Materials Dissemination Section, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777. Also in Illinois, access to the Illinois Resource and Dissemination Network (IRDN) is available through the Springfield office of IOE; the regional Program Services Team and the Regional Educational Media and Information Service (REMIS) offices can be contacted; and talking books are available through the public library systems. Much additional information about NCEMMH, NIMIS, IRDN, REMIS, and other possible sources of materials for special education is contained in Illinois Libraries, Sep-

tember 1977, under the issue theme, "Media/Information/ Services for Exceptional Students."

A National Catalog of Films in Special Education has been compiled by the staff of the New York State Education Department, Area Learning Resource Center at Albany, New York, together with NCEMMH, and published in 1977. This 70-page catalog is available for $4.00 from the Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210. Also available from the same address is the Publisher Source Directory for $3.00.

Information about materials specifically for the visually handicapped can be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, Kentucky 40206. This firm issues a general catalog of Braille publications which includes bibliographic information and price but not annotations. The catalog includes lists such as Supplemental Reading including Fiction and also High Interest, Low Vocabulary Textbooks. Each of these lists is divided according to subjects.

Several excellent sources supply information about materials for the deaf as well as the materials themselves. One of these is the Captioned Films and Telecommunications Branch, Division of Media Services, Bureau of Education for the Handicapped, Room 4819, 400 Maryland Avenue, S.W., Donahue Building, Washington, D.C. 20202. Libraries serving deaf persons are eligible to receive films from The Captioned Films for the Deaf Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016. The films are both educational and recreational. Information on the deaf and deafness can also be obtained from Alexander Graham Bell Association, 1537 Third Street, N.W., Washing-

ton, D.C. 20007. Materials useful with the deaf can be purchased through the Gallaudet College Bookstore, Gallaudet College, Kendall Green, Washington, D.C. 20002.

LIST OF SPECIAL EDUCATION SOURCES CITED

The special education materials lists referred to in this manual are arranged here alphabetically by title. The figure in parenthesis indicates the number of that reference in the text.

High Interest-Low Vocabulary Reading Materials Including Books and Kits: Intermediate, Junior High and Senior High School Levels. Austin, Texas: Texas Area Learning Resource Center, 1975. (6)

Large Type Books in Print 1978. New York: R.R. Bowker, 1978. (3)

Library Services to the Exceptional Child. Chicago: American Library Association, n.d. (2)

"A Look Behind the Wall of Silence," by Louise M. Wright. Ohio Library Association Bulletin 47 (April 1977): 6-8. (8)

"Materials, Program Suggestions for Hearing-Impaired Children," by Laura-Jean Gilbert. School Media Quarterly 4 (Spring 1976): 263-68. (7)

Model Secondary School for the Deaf Curriculum Series. Washington, D.C.: Gallaudet College. (1)

Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped, by Barbara H. Baskin and Karen H. Harris. New York: R.R. Bowker, 1977. (4)

"Stories about Handicapped Children: A Select List," by Margaret Good. The School Librarian 25 (June 1977): 110-16. (9)

Vocational Education Resource Materials: A Bibliography of Free Loan Materials for Handicapped and Special Education, by Roger H. Lambert and others. 2d. ed. Madison, Wisconsin: Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, 1975. (5)

SELECTING EQUIPMENT

Selecting audiovisual equipment is also an important task in which professional media personnel, technicians, teachers, students, and other administrative personnel can participate. Each individual can contribute to the selection of suitable equipment so that the materials the institution has acquired can be properly and fully utilized.

As in the case of the selection of materials, general criteria should be established for equipment selection that would include consideration of physical, electrical, optical, audio, and transport characteristics. Since each of these characteristics is not appropiate to all types of equipment, specific criteria for individual kinds of equipment should also be adopted and followed in the selection process.

General criteria should include consideration of the following:

1. Need for the equipment and its usefulness and compability in relation to other eqipment the school already owns.
2. The cost must be reasonable and within the financial capabilities of the school.
3. Ruggedness, sturdiness, and durability of the equipment, since it might be expected to receive hard use for many years.
4. Ease of operation since the equipment will be used by many different people with varying levels of skill with mechanical equipment.
5. Safety features, both physical and electrical.
6. Quality and reliability of performance in both picture and sound features.
7. Ease of maintenance and repair, including warranty provided and service available.
8. Effective design of the equipment; including size, weight, and appearance, esthetically and in matching other items the school already has.
9. Reputation of the manufacturer and/or dealer.

10. Portability, if this is a required feature.

11. Possible obsolescence of the item which would require early replacement.

12. Availability of the software in the school to be used with the equipment.

These criteria have been further discussed in such sources as the following:

Carlton W. H. Erickson. Administering Instructional Media Programs

James W. Brown, Kenneth D. Norberg, and Sara K. Srygley. Administering Educational Media

Kenyon C. Rosenburg and John S. Doskey. Media Equipment: A Guide and Dictionary

In addition to general criteria, these sources list specific criteria that should be considered when selecting and evaluating various kinds of hardware. Examples of forms and checklists for the evaluation of individual kinds of equipment are also offered in these sources as well as in other professional literature. It would be well for each school to utilize such evaluation forms in selecting audiovisual equipment.

Several helpful publications are available which give descriptive information and, in some cases, evaluative reviews of hardware. These publications can be referred to when considering the purchase of any equipment.

1. The Audio-Visual Equipment Directory is published annually by the National Audio-Visual Association, 3150 Spring Street, Fairfax, Virginia 22030. This comprehensive listing of audiovisual equipment of all types is based on information supplied by over 500 manufacturers. It is arranged according to type of equipment, such as Audio Tape Equipment, Carrels, Dissolve Controls, Electronic Programming, etc. Within each section models are listed alphabetically by company name. Entries

contain complete descriptive data on the product including construction, price, special notes, and, in most cases, an illustration of the product. Several appendices provide additional information. The guide is designed to assist audiovisual equipment buyers to make practical cost-effective decisions on the purchase and use of audiovisual equipment and systems.

2. EPIEgram: Equipment is published twice a month, October through June, by the Educational Products Information Exchange Institute, 475 Riverside Drive, New York 10027. EPIE has a fully equipped testing facility and tests audiovisual and other equipment used in schools. The findings are presented in this publication.

3. Library Technology Reports is a comprehensive service to provide authoritative information on library systems, equipment, and supplies to the library profession. Published six times a year by the American Library Association it presents detailed descriptions and evaluations of all kinds of equipment for projection, listening, photocopying, duplicating, and microforms. The Sourcebook of Library Technology, an annual publication on microfiche, complements the bi-monthly subscription service. The Sourcebook contains an edited cumulation of materials previously published in Library Technology Reports since 1965.

4. Audiovisual Marketplace: A Multimedia Guide provides a storehouse of audiovisual information. This volume has a section on manufacturers and distributors which serves as a guide to sources for obtaining information about equipment that is needed. This section is arranged alphabetically by the name of manufacturer and an additional listing classified by product type. The alphabetical arrangement in-

cludes the manufacturer's address, telephone, officers, and a list of the equipment manufactured. The book also contains a list of audiovisual dealers which is arranged by state and gives the address, phone number, equipment sold or rented, and other services provided. Begun in 1969 as an annual, this guide became a biennial publication in 1972-1973.

5. Educator's Purchasing Guide is published by the North American Publishing Company, 134 North 13th Street, Philadelphia, Pennsylvania 10107. The sixth edition was published in 1974. Thoroughly indexed and cross-referenced, it is a comprehensive compilation of educational product information for every subject and every grade level. The guide lists publishers, producers, and manufacturers of educational materials, equipment, and supplies for the 12,000 product categories with over 100,000 entries. One section is devoted to Educational Equipment and Supplies, and one part of this section concentrates on audiovisual systems. This part is arranged alphabetically by type of equipment and gives the names and addresses of producers under each type.

6. Consumers Index to Product Evaluations and Information Sources, a quarterly publication with annual cumulations, indexes evaluations of products which appear in standard consumer magazines. Among the periodicals indexed are EPIE Report, EPIEgram, and Library Technology Reports. The index is divided by subject. One section is headed "Sight and Sound" and lists evaluative articles on projectors and sound equipment. Product tests and evaluations are indexed and coded by brand names. Digests of current books, survey articles, pamphlets, and other publications of consumer interest are included. The annual volume appears under the title Consumers Index Annual. Both the

quarterly and annual publications are produced by the Pierian Press, publishers of Media Review Digest.

7. Audiovisual Instruction, a monthly periodical, has a regular column titled "New Products." This column gives information about new hardware and software. It lists new items, changes that have been made in previous products, and sources of information, such as catalogs about new things on the education market. The column does not review the equipment. Inclusion, therefore, does not imply the endorsement of the publisher, the Association for Educational Communications and Technology.

These are the major sources of information about audiovisual equipment. By referring to these sources and by examining equipment both personally and through demonstrations it is possible to make intelligent and valid decisions regarding the purchase of media hardware.

LIST OF SOURCES CITED

The selection tools referred to in this manual are arranged here alphabetically by title. The figure in parenthesis indicates the number of that reference in the text.

Adventuring with Books; 2,400 Titles for Pre-K-Grade 8. National Council of Teachers of English. 2d ed. New York: Citation Press, 1973. (30)

Book Bait, Detailed Notes on Adult Books Popular with Young People, by Elinor Walker. 2d ed. Chicago: American Library Association, 1968. (34)

Book Review Digest. New York: Wilson, 1905- (41)

Book Review Index. Detroit: Gale Research Company, 1965- (42)

The Booklist. Chicago: American Library Association, 1975.

Books for College Libraries: A Core Collection of 40,000 Titles. 2d ed. Chicago: American Library Association, 1975. 6v. (29)

Books for Secondary School Libraries. National Association of Independent Schools. 5th ed. New York: R.R. Bowker, 1976. (28)

Books for the Teen-Age. New York: New York Public Library. (32)

Books for You; A Booklist for Senior High Students. Urbana, Ill.: National Council of Teachers of English, 1976. (31)

Books in Print. New York: Bowker, 1948- (1)

Bulletin of the Center for Children's Books. Chicago: University of Chicago Graduate Library School. (52)

Children's Books in Print. New York: Bowker, 1976. (3)

Children's Catalog. New York: Wilson, 1976. Supplement, 1977. (21)

Choice Books For College Libraries. Chicago: American Library Association. (53)

Contemporary Games: A Directory and Bibliography Covering Games and Play Situations or Simulations Used for Instruction and Training by Schools, Colleges and Universities, Government, Business and Management, edited by Jean Belch. Detroit: Gale Reaserch Company, 1973-74. (16)

Core Media Collection for Secondary Schools, by Lucy Gregor Brown. New York: Bowker, 1975. (27)

Cumulative Book Index. New York: Wilson, 1898- (10)

Doors to More Mature Reading, by Elinor Walker and others. Chicago: American Library Association, 1964. (35)

EFLA Evaluations. Educational Film Library Association. New Haven, Conn.: Readers Press, 1965. Supplement, 1968. (45)

Educational Film Locator. Ann Arbor, Michigan: R.R. Bowker, 1977. (8)

Educational Media Index: A Project of the Educational Media Council. New York: McGraw-Hill, 1964. 14v. (6)

Educators Progress Service Guides. Randolph, Wisconsin: Educators Progress Service. (Eight indexes: Educators Guide to Free Films; Educators Guide to Free Filmstrips; Educators Guide to Free Guidance Materials; Educators Guide to Free Science Materials; Educators Guide to Free Social Studies Materials; Educators Guide to Health, Physical Education and Recreation Materials; Elementary Teachers Guide To Free Curriculum Materials; Educators Index of Free Materials; and Educators Grade Guide to Free Teaching Aids.) (9)

The Elementary School Library Collection. 10th ed. New Brunswick, N.J.: Bro-Dart Foundation, 1976. (25)

Fiction Catalog. 9th ed. New York: Wilson, 1976. (24)

Forthcoming Books. New York: Bowker, 1966- (2)

Free and Inexpensive Learning Materials. 17th ed. Nashville, Tenn.: Division of Surveys and Field Services, George Peabody College for Teachers, 1974. (20)

Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult, by Ruth Strang and others. 7th ed. New York: Wilson, 1975. (33)

The Guide to Simulations/Games for Education and Training, by David W. Zuckerman and Robert E. Horn. Lexington, Mass.: Information Resources, 1976. (17) The Horn Book Magazine. Boston, Mass.: Horn Book Inc., 1924- (51)

International Index to Multi-Media Information. Pasadena, California: Audio-Visual Associates. (44)

Junior High School Library Catalog. New York: Wilson, 1975. (22)

Kirkus Reviews. New York: Kirkus Service, 1933- (50)

Landers Film Reviews. Los Angeles, California: Landers Associates. (54)

Learning Directory 1970-71. New York: Westinghouse Learning Corp., 1970-71. 7v. Supplement, 1972-73. (5)

Library Journal. New York: Bowker, 1876- (47)

Library of Congress Catalog: Films and Other Materials for Projection. Washington: Library of Congress, 1976. (13)

Library of Congress Catalog: Music. Books on Music and Sound Recordings. Washington: Library of Congress, 1953- (14)

Library of Congress. The National Union Catalog: A Cumulative Author List. Washington: Library of Congress, 1953- (11)

Library of Congress. Subject Catalog. Washington: Library of Congress, 1950- (12)

Magazines For Libraries, by Bill Katz. 2d ed. New York: Bowker, 1972. Supplement, 1974. (39)

Media Review Digest. Ann Arbor, Michigan: Pierian Press. (43)

National Center for Audio Tapes Catalog. Boulder, Colorado: National Center for Audio Tapes. (15)

New Educational Materials; Pre-Kindergarten Through Grade Twelve, compiled by Lois Markham. New York: Citation Press, 1970. (36)

NICEM Indexes. National Information Center for Educational Media. New York: Bowker. (Indexes to 16mm films, 35mm filmstrips, transparencies, audio tapes, videotapes, disc recordings, 8mm motion cartridges, slides, and subject areas of psychology, vocational and technical education, health and safety education, black history and studies, and ecology.) (7)

Paperbound Books in Print. New York: Bowker, 1977. (4)

Periodicals for School Libraries. Chicago: American Library Association, 1973. (38)

Previews. New York: Bowker. (49)

Publisher's Weekly. New York: Bowker, 1872- (40)

Resources for Learning: A Core Media Collection for Elementary Schools, by Roderick McDaniel. New York: Bowker, 1971. (26)

School Library Journal, New York: Bowker. (48)

Selected Free Materials for Classroom Teachers, by Ruth H. Aubrey. 5th ed. Palo Alto, California: Pearon Publishers, 1975. (37)

Senior High School Library Catalog. 10th ed. New York: Wilson, 1972. (23)

Vertical File Index: Subject and Title Index to Selected Pamphlet Material. New York: Wilson. (19)

World Directory of Youth Periodicals, by Lavinia Dobler. 3d ed. New York: Citation Press, 1970. (18)

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Educator's Purchasing Guide. Philadelphia, Pa.: North American Publishing Co. (5)

EPIEgram: Equipment. New York: Educational Products Information Exchange Institute. (2)

Library Technology Reports. Chicago: American Library Association. (3)